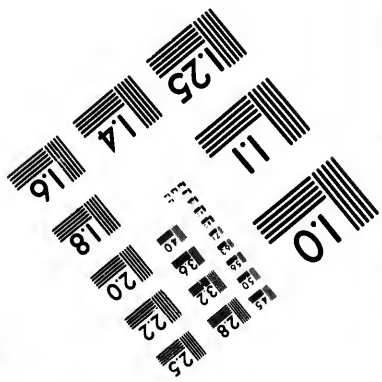
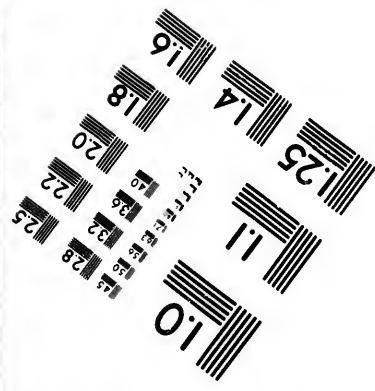
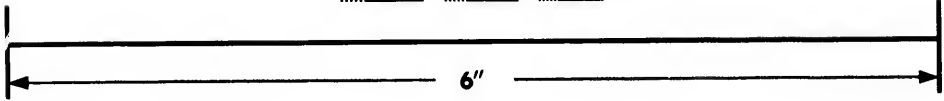
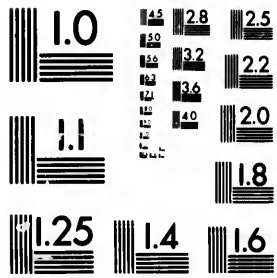


**IMAGE EVALUATION
TEST TARGET (MT-3)**



**Photographic
Sciences
Corporation**

23 WEST MAIN STREET
WEBSTER, N.Y. 14580
(716) 872-4503

1.5
1.8
2.0
2.2
2.5
2.8
3.2
3.6

**CIHM/ICMH
Microfiche
Series.**

**CIHM/ICMH
Collection de
microfiches.**



Canadian Institute for Historical Microreproductions / Institut canadien de microreproductions historiques

01
57

© 1987

Technical and Bibliographic Notes/Notes techniques et bibliographiques

The Institute has attempted to obtain the best original copy available for filming. Features of this copy which may be bibliographically unique, which may alter any of the images in the reproduction, or which may significantly change the usual method of filming, are checked below.

L'Institut a microfilmé le meilleur exemplaire qu'il lui a été possible de se procurer. Les détails de cet exemplaire qui sont peut-être uniques du point de vue bibliographique, qui peuvent modifier une image reproduite, ou qui peuvent exiger une modification dans la méthode normale de filmage sont indiqués ci-dessous.

- Coloured covers/
Couverture de couleur
- Covers damaged/
Couverture endommagée
- Covers restored and/or laminated/
Couverture restaurée et/ou pelliculée
- Cover title missing/
Le titre de couverture manque
- Coloured maps/
Cartes géographiques en couleur
- Coloured ink (i.e. other than blue or black)/
Encre de couleur (i.e. autre que bleue ou noire)
- Coloured plates and/or illustrations/
Planches et/ou illustrations en couleur
- Bound with other material/
Relié avec d'autres documents
- Tight binding may cause shadows or distortion along interior margin/
La reliure serrée peut causer de l'ombre ou de la distorsion le long de la marge intérieure
- Blank leaves added during restoration may appear within the text. Whenever possible, these have been omitted from filming/
Il se peut que certaines pages blanches ajoutées lors d'une restauration apparaissent dans le texte, mais, lorsque cela était possible, ces pages n'ont pas été filmées.
- Additional comments:/
Commentaires supplémentaires:

- Coloured pages/
Pages de couleur
- Pages damaged/
Pages endommagées
- Pages restored and/or laminated/
Pages restaurées et/ou pelliculées
- Pages discoloured, stained or foxed/
Pages décolorées, tachetées ou piquées
- Pages detached/
Pages détachées
- Showthrough/
Transparence
- Quality of print varies/
Qualité inégale de l'impression
- Includes supplementary material/
Comprend du matériel supplémentaire
- Only edition available/
Seule édition disponible
- Pages wholly or partially obscured by errata slips, tissues, etc., have been refilmed to ensure the best possible image/
Les pages totalement ou partiellement obscurcies par un feuillet d'errata, une pelure, etc., ont été filmées à nouveau de façon à obtenir la meilleure image possible.

This item is filmed at the reduction ratio checked below/
Ce document est filmé au taux de réduction indiqué ci-dessous.

10X	12X	14X	16X	18X	20X	22X	24X	26X	28X	30X	32X
						✓					

The copy filmed here has been reproduced thanks to the generosity of:

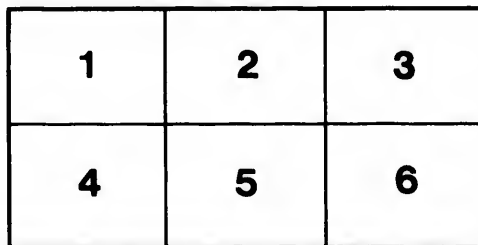
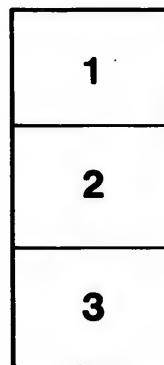
Douglas Library
Queen's University

The images appearing here are the best quality possible considering the condition and legibility of the original copy and in keeping with the filming contract specifications.

Original copies in printed paper covers are filmed beginning with the front cover and ending on the last page with a printed or illustrated impression, or the back cover when appropriate. All other original copies are filmed beginning on the first page with a printed or illustrated impression, and ending on the last page with a printed or illustrated impression.

The last recorded frame on each microfiche shall contain the symbol \rightarrow (meaning "CONTINUED"), or the symbol ∇ (meaning "END"), whichever applies.

Maps, plates, charts, etc., may be filmed at different reduction ratios. Those too large to be entirely included in one exposure are filmed beginning in the upper left hand corner, left to right and top to bottom, as many frames as required. The following diagrams illustrate the method:



L'exemplaire filmé fut reproduit grâce à la générosité de:

Douglas Library
Queen's University

Les images suivantes ont été reproduites avec le plus grand soin, compte tenu de la condition et de la netteté de l'exemplaire filmé, et en conformité avec les conditions du contrat de filmage.

Les exemplaires originaux dont la couverture en papier est imprimée sont filmés en commençant par le premier plat et en terminant soit par la dernière page qui comporte une empreinte d'impression ou d'illustration, soit par le second plat, selon le cas. Tous les autres exemplaires originaux sont filmés en commençant par la première page qui comporte une empreinte d'impression ou d'illustration et en terminant par la dernière page qui comporte une telle empreinte.

Un des symboles suivants apparaîtra sur la dernière image de chaque microfiche, selon le cas: le symbole \rightarrow signifie "A SUIVRE", le symbole ∇ signifie "FIN".

Les cartes, planches, tableaux, etc., peuvent être filmés à des taux de réduction différents. Lorsque le document est trop grand pour être reproduit en un seul cliché, il est filmé à partir de l'angle supérieur gauche, de gauche à droite, et de haut en bas, en prenant le nombre d'images nécessaire. Les diagrammes suivants illustrent la méthode.

WORLD'S COLUMBIAN EXPOSITION.
CHICAGO—1893.

EDUCATION.

NOVA SCOTIA.

(CANADA.)

A conspectus of the Public Free School System
and Educational Institutions of the
Province of Nova Scotia.



HALIFAX, N. S. :
COMMISSIONER OF PUBLIC WORKS AND MINES,
QUEEN'S PRINTER.

1893.

WM. MACSAB, PRINTER, 3 PRINCE STREET.

Ms. H. 161
242
rubric

F5012
1893
N935

EDUCATION.—NOVA SCOTIA.

A Conspectus of the Public Free School System and Educational Institutions of the Province of Nova Scotia.

The Public Free School system of Nova Scotia provides for the free education of every inhabitant of the province, from the age of five years and upwards, in a prescribed course of study extending from the Kindergarten or Primary grade of the common schools to the University or the end of the High School course. Out of a total population of 450,000 of all ages, 102,586 pupils were enrolled during the last year.

The common school course consists of eight grades representing a year's work each for the average pupil who may complete the course in his fourteenth year. The high school course consists of four grades additional, enabling the more clever pupils, who have lost no time, to graduate in their eighteenth or nineteenth year. The highest grade is practically a post-graduate course and will generally require two years. The prescribed course is here presented, as published in the Teacher's Register. (The numbers of the paragraphs under "General Directions" refer to certain columns in the statistical page of the Register.)

In country sections, where several or all of these grades have to be taught in a small school by one teacher, the order of studies is still indicated by this course; but the time for class work in each subject must be correspondingly contracted as compared with a fully graded school. In many subjects also the work of several grades may be taken up in class simultaneously, under these circumstances, such for instance as callisthenics, music, hygiene and temperance, moral and patriotic duties, lessons on nature, etc., etc. Courses of study and time tables based on this course but contracted to suit variously graded schools, are also prepared for the guidance of teachers.

1209032

COURSE OF STUDY FOR COMMON SCHOOLS.

GENERAL DIRECTIONS.

65. *Callisthenics and Military Drill*.—As often as found expedient; but "physical exercises" should be given once in the middle of every session over one hour in length, and in the lower grades more frequently than in the higher. Recommended, "*Physical Drill*," (T. C. Allen & Co., Halifax), for the Common and High Schools.

66. *Vocal Music*.—Every pupil (excepting of course those known to be organically defective as respects music), should be able to pass an examination in vocal music, before promotion to a higher grade. For the present the following minimum is prescribed for each grade. At least one simple song with its Tonic Sol-fa notation for Grade I. An additional melody and its notation for each succeeding grade, with a correspondingly increased general knowledge of music. Vocal music may be combined with some forms of "physical exercises" as in marching and light movements. Recommended, "*National and Vacation Songs*," (Grafton & Sons, Montreal), for Common and High Schools. Teachers musically defective may comply with the law by having these lessons given by any one qualified.

67. *Hygiene and Temperance*.—Orally in all grades, and as incidents or occasions may suggest. Text Book for pupils' use as follows: Grades V and VI, Health Reader No. 1. Grades VII and VIII, Health Reader No. 2.

68.—*Moral and Patriotic Duties*.—As enjoined by the School Law and when found most convenient and effective.

69.—*Lessons on Nature*.—The observation, examination and study of the common and more important natural objects and laws of nature as they are exemplified within the range of the School Section or of the pupils' observations. Under this head pupils should not be required to memorize notes or facts which they have not at least to some extent actually observed or verified for themselves.

70. *Spelling and Dictation*.—It should be strictly insisted upon that, from the very commencement in the first grade, the pupil should spell every word read in lessons, and common words of similar difficulty used in his conversation. Writing words in the lower grades. Transcription and dictation in the higher grades should be utilized more and more as facility in writing increases.

71.—*Reading and Elocution*.—1. Pupils must be enabled to clearly understand the portion to be read, then to read it with proper expression. 2. Faults of enunciation, pronunciation, etc., of tone, of posture and manner, etc., must be carefully noted and corrected. 3. Choice passages should be memorized occasionally

for recitation with the proper expression. Ten lines per year at least for Grade I, twenty lines at least for Grade II, and a similar increase for each succeeding grade, is prescribed. Reading should be taught at first, partly at least, by word building from the phonic elements, occasional drills of this kind being continued in all the grades to obtain clear enunciation.

72. *English*.—In all grades practice should constantly be given in expressing the substance of stories, lessons, or observations, orally in correct language, and in the higher grades in writing also. Discussion of subject matter of lesson. Attention to the use of capitals, punctuation marks, paragraphing, etc., should be introduced gradually and regularly, so that at the end of the common school course, language in correct form can be fluently used in description or business letters, orally and in writing. The practical rather than the theoretical knowledge of English is what is specially required in the common school, and a large proportion of the school time should be given to it. Pupils should be continually exercised in finding synonyms or substituting "their own made meanings" for difficult words in their reading lessons, instead of memorizing definitions often given at head of lesson.

73. *Writing*.—Styles most easy to read should be cultivated. Simple, vertical writing is generally preferable to the sloping styles. No exercise in writing should be accepted by the teacher from the pupil unless its form shows evidence of care. Should begin in the first grade with letters formed from the simpler elements properly classified, and taught in the order of difficulty.

77. *Drawing*.—Langdon S. Thompson's "Manual Training, No. 1," is recommended to the teacher as covering to some extent the *Drawing and Lessons on Nature* as they may be taught to pupils of the first five or six grades. With Thompson's Primary Freehand Manual, in addition, the teacher will have a sufficient guide for the work in drawing up to Grade VII for the present. The "American Drawing Cards," *first* and *second* series, may also be advantageously used to this stage. Drawing of objects studied under the head of Nature Lessons to be constantly practised, and carried on even in the High School.

78. *Arithmetic*.—It is of the highest importance to secure the habit of obtaining accurate answers at the *first* attempt. Every "slip" in mental or written arithmetical work is not only unnecessary, but is a positive education in a habit which will tend to render useless the most strenuous efforts afterwards to become accurate or even to make satisfactory progress in mathematics. Accuracy is of supreme importance from the first. Rapidity may then be neglected to look after itself. In the first four grades the teacher will have to prepare a great number of exercises of a nature not specially arranged for in the present prescribed text book, so that the pupils may be accurate and rapid in their operations up to the limit prescribed.

75 and 76. *Geography and History.*—The verbal memorizing to these lessons at home by the pupil is for the most part injurious of the character of the memory and useless as practical knowledge. For in spite of all cautions and instructions to the contrary, most pupils when left to themselves mentally associate the facts memorized with the wording, the paragraph and the page of a book, instead of with the proper locus in the map, or with the proper system of related facts. These lessons should therefore be prepared under the careful and philosophic direction of the teacher in the school-room, at least until the pupils are trained how to study aright. The home work would then be only the review and perfecting of the lesson by the pupils in the proper manner by reference to the several items in the text. Local or current events, historical, economic or scientific, should be skilfully used to interpret the remote in time and place.

90. *Manual Training.*—(Optional). This may often be introduced as an alterative or recreation, and without therefore materially increasing the real labor of the pupil. Clay modeling, needle-work, wood-work, etc., as may be most appropriate or expedient, may be introduced with the consent of the Trustees. Teachers should at all times encourage the pupils in the production of any specimens of home-made handiwork or apparatus, in scientific experiments at home, and in the formation of collections of plants, minerals, and other natural productions of their own part of the country.

SPECIAL DIRECTIONS.

GRADE I.

Reading.—Primer with Wall Cards or Blackboard work.

Language.—Story-telling by pupil. Writing easy script letters, words and sentences.

Writing and Drawing.—Writing on slate, paper or blackboard. Drawing of easy, interesting figures.

Arithmetic.—All fundamental arithmetical operations with numbers, the results of which do not exceed 20, to be done with concrete and abstract numbers, accurately and rapidly.

Lessons on Nature.—Power of accurate observation developed by exercising each of the senses on simple or appropriate objects. Estimation of direction, distance, magnitude, weight, &c., begun. Common colors, simple regular solids, surfaces and lines. Simple observations on a few common minerals, stones, plants and animals.

GRADE II.

Reading.—Reader No. 1.

Language.—As in Grade I, but more advanced.

Writing and Drawing.—As in Grade 1, but more advanced. Angles, triangles, squares, rectangles, plan of platform and of school room.

Arithmetic.—Numbers up to 100 on the same plan as in Grade I.

Lessons on Nature.—As in Grade I, but more extended.

GRADE III.

Reading.—Reader No. 2.

Language.—As in II, but more advanced. Subject and predicate. Nouns and verbs.

Writing and Drawing.—Script letters on slate and in copy book. Freehand outlines on slate, blackboard, &c. Common geometrical lines and figures with their names. Map of school grounds and surroundings.

Arithmetic.—Number to 1000 as in previous grades, divisors not to exceed 12. Dollars and cents. Long Measure and Avoirdupois Weight, with reduction exercises.

Lessons on Nature.—Geography of neighborhood, use of local or county maps. Estimation of distance, measures, weights, &c., continued. Color. Study of, say, three or four each of common metals, stones, earths, flowers, shrubs, trees, insects, birds and mammals.

GRADE IV.

Reading.—Reader No. 3.

Language.—Oral statements of matter of lessons, observations, &c. Written sentences with punctuation, &c. Modifiers of subject and predicate, of noun and verb.

Writing and Drawing.—Copy Book. Primary Freehand Series No. 1., and Cards, &c.

Geography.—Oral lessons on the seasons as in pages VII. to X. of Elementary Geography, with the general geography of the Province begun on the school map.

Arithmetic.—Numeration and notation extended. More difficult exercises in fundamental rules and reduction. Common tables of weights, measures, etc., idea of fractions developed. Mental Arithmetic drill increasing.

Lessons on Nature.—As in grade III., but extended so as to include as many more new objects of each kind.

GRADE V.

Reading.—Reader No. 4, Part I.

Language.—As in Grade IV. and General Directions. All parts of speech and of sentence with inflections of noun, adjective and pronoun, orally. Composition practice increasing.

Writing and Drawing.—Copy Book. Freehand Drawing Series No. II., and Cards, etc.

Geography and History.—Ideas of latitude and longitude, etc., developed. Oral geography of Nova Scotia on map in fuller detail. General geography of Provinces of Canada and of the Continent, as on the Hemisphere maps. Oral lessons on leading incidents of Nova Scotian History.

Arithmetic.—As in first three and one half chapters of Kirkland and Scott's Arithmetic with reasonable rapidity.

Lessons on Nature.—From mineral and rock to soil, as shown in neighborhood, and, say, five or six each of the common plants, trees, insects, other invertebrates, fish, reptiles, birds, mammals, and natural phenomena, such as ventilation, evaporation, freezing, closely examined. Health Reader, No. I. begun.

GRADE VI.

Reading.—Reader No. 4. completed.

Language.—As in Grade V. extended. Formal compositions (simple essays) twice each month. Paradigm of regular verb. Simple parsing and analysis begun. More important rules of Syntax applied. Short descriptive sketches and letters. All from oral instruction.

Writing and Drawing.—Copy Book. Drawing No. 3, and Cards, etc. Increasing practice in representing common objects in outline.

Geography.—Elementary Geography text, to end of Canada. Thorough drill in outline of Hemisphere maps.

History.—British American History; text, [chapters 3, 5, 10, 11, 12, 13, (in part) and 14.

Arithmetic.—As in chapters 4 to 6, Kirkland and Scott, (omitting circulating decimals), with continual review and mental exercises.

Lessons on Nature.—As in Grade V., but extended, say to at least nine or ten objects of each class specified. Distribution and values of all natural products of the Province. Health Reader No. 1. completed.

GRADE VII.

Reading.—Reader No. 5. begun. Character of metre and figures of speech begun to be observed.

Grammar.—Leading principles of Etymology (large type generally), with paradigms as in prescribed text, and exercises, with related rules of Syntax. Parsing and analysis to complex sentences.

Composition.—Written abstracts of oral or reading lessons. Simple description, narrative and business forms. Punctuation and paragraphing.

Writing and Drawing.—Copy book. Drawing No. 4, and Cards, &c. Plotting of lines, triangles, rectangles, &c., according to scale. Simple object drawing extended.

Geography.—Elementary Geography to end of Europe, with thorough map drill.

History.—British American History completed.

Arithmetic.—As in Kirkland and Scott to end of chapter 7, with corresponding mental exercises.

Lessons on Nature.—As in Grade VI., and with the study of specimens illustrating the stones, minerals, etc.; each class, sub-class and division of plants; and each class of animals found in the locality. All common and easily observed physical phenomena. The Introductory Science Primer, and Health Reader No. 2 begun.

GRADE VIII.

Reading.—No. 5 completed. Elements of prosody and plain figures of speech, as illustrated in readings, to be observed and studied.

Spelling.—Prescribed Speller in addition to general directions.

Grammar.—Including rules of Syntax, (omitting *notes* and more difficult matter in medium print). Parsing. Analysis of simple and easy complex sentences. Correction of false Syntax.

Composition.—As in Grade VII. extended. Pupils at this stage should be able to express themselves fluently and with fair accuracy in writing, for all ordinary business purposes.

Writing and Drawing.—Copy Book. Thompson's Drawing, Model and Object Series, No. 1. Construction of angles and simple geometrical figures to scale and their measurement.

Geography.—Elementary Geography completed and reviewed with latest corrections and map drill.

History.—As in "Brief History of England," with review of British American History.

Arithmetic.—As in Kirkland and Scott.

Algebra.—Fundamental rules, with special drill on the evaluation of algebraic expressions.

Book-keeping.—A simple set.

Lessons on Nature.—As in Grade VII., extended to bear on Agriculture, Horticulture and any local industry of the School Section. Oral lessons from Science Primers—especially the Chemistry Primer. Health Reader No. 2, completed.

HIGH SCHOOL CURRICULUM.

The subjects, number and value of the papers for the different High School examinations, and the general scope of examination questions, are indicated in the prescribed curriculum which follows. Examination questions may demand description by drawing as well as by writing in all grades.

GRADE IX. or D.

1. ENGLISH LANGUAGE—100: (a) 6th Reader, Part I, (or an author prescribed from year to year), with critical study, word analysis, prosody and recitations; (b) Text-book on English Composition, with essays, abstracts and general correspondence.
2. ENGLISH GRAMMAR—100: Text-book (excepting "notes," and "appendix") with easy exercises in parsing and analysis.
3. LATIN—100: As in *Collar and Daniell*, to end of Chapter LIII, or any equivalent grammar with very easy translation and composition exercises. [To secure uniformity in pronunciation the *Roman* (or Phonetic) pronunciation of Latin is recommended to be used in all grades.]
4. FRENCH—100: As in *French Principia*, Part I, or any equivalent with easy translation and composition exercises.
5. HISTORY AND GEOGRAPHY—100: (a) Text-book of British History up to the House of Tudor, and review of British American History. (b) Geography of North America and Europe as in Text-book.
6. SCIENCE—100: (a=30) Physics as in *Balfour Stewart's Primer*. (b=70) Botany as in *Gray's How Plants Grow*, substituting for the details of "Flora," Part II., common or prescribed native plants. Drawing of parts of plants.

7. DRAWING AND BOOK-KEEPING—100: (a=20) Construction of geometrical figures and solution of easy mensuration and trigonometrical problems by mathematical instruments. (b=30) Freehand drawing as in Nos. 5 and 6, and "Model and Object drawing," No. 2, prescribed Text-books. (c=50) Commercial forms and writing with Single Entry Book-keeping problems.

8. ARITHMETIC—100: As in *Hamblin Smith* to end of section 21, (with a practical knowledge of the metric system, which will be required in all grades.)

9. ALGEBRA—100: As in *Todhunter* to end of fractions.

10. GEOMETRY—100: Euclid I., with very easy exercises.

NOTE.—Latin and French are optional; all others imperative. The minimum aggregate for a "pass" is 400, with no subject below 25.

GRADE X. or C.

1. ENGLISH LANGUAGE—100: (a) 6th Reader, Part II. (or an author prescribed from year to year), with critical study, &c., as in previous grade but more advanced: (b) Advanced Text-book of English Composition with practical work. [1893 (a) 6th Reader, Part II., and *Evangeline*.]

2. ENGLISH GRAMMAR—100: (a) Text-book (excepting "appendix"), completed with exercises in parsing and analysis.

3. LATIN—100: As in *Collar and Daniell*, complete, and "*Cæsar's Invasion of Britain*," by Welsh and Duffield, (MacMillan & Co., London).

4. GREEK—100: As in *Frost's Greek Primer* (Allyn & Bacon, Boston) to end of Part III., or *Initia Græca*, Part I.

5. FRENCH—100: As in *French Principia*, Parts I. and II. or any equivalent.

6. GERMAN—100: As in *German Principia*, Part I. or any equivalent.

7. HISTORY AND GEOGRAPHY—100:—(a) Text-Book of British History from House of Tudor to present time. (b) Text-book of Geography, excepting North America and Europe.

8. SCIENCE—100: (a=70) Chemistry as in *Williams*. (b=30) Mineralogy as in *Crosby's Common Rocks*, or Agricultural Chemistry as in *Tanner*.

9. DRAWING AND BOOK-KEEPING—100: (a) Mathematical drawing as in previous grade continued with prescribed Text-books Nos.

7 and 8, and Model and Object drawing No. 3. (b) Book-keeping—Double Entry forms and problems.

10. ARITHMETIC—100: Text-book completed without appendix.

11. ALGEBRA—100: As in *Todhunter* to end of simple equations, including involution and evolution.

12. GEOMETRY—100: Text book with exercises to Prop. 20, Book III.

NOTE.—Latin, Greek, French and German optional; all others imperative. The minimum aggregate for a pass, 400, with no subject below 25.

GRADE XI OR B.

1. ENGLISH LITERATURE—100: (a) Prose authors prescribed from year to year, with critical study. (b) Poetical authors prescribed as above. [1893, (a) Macaulay's *Warren Hastings*. (b) Shakespeare's *Hamlet*.]

2. ENGLISH GRAMMAR—100: (a) History of English Language and Text-book completed with difficult exercises. (b) History of English Literature; selected portions from *Stopford Brooke's Primer*. (Spenser, Shakespeare, Bacon and Milton, with Chapters VI, VII and VIII.)

3. LATIN—100: Grammar and easy composition partly based on prose author read.

4. LATIN—100: (a) *Cæsar*, one book; (b) *Virgil*, one book, as prescribed from year to year, with grammatical and critical questions. [1893, (a) *De Bell, Gal.*, Book V. (b) *Æneid*, Book III.]

5. GREEK—100: Grammar and easy composition based partly on author read.

6. GREEK—100: *Xenophon*, one book as prescribed from year to year with grammatical and critical questions. [1893, (a) *Anabasis*, Book I.]

7. FRENCH—100: *Brachet's Public School Elementary French Grammar*, or an equivalent, and composition with author prescribed from year to year. (1893, *Souvestre's Un Philosophe sous les toits*.)

8. GERMAN—100: *German Principia* Parts I and II, or an equivalent.

9. HISTORY AND GEOGRAPHY—100: General History and Geography as in *Swinton*.

10. PHYSIOLOGY—100: As in prescribed text, *Martin's "The Human Body and the Effects of Narcotics."*

11. PHYSICS—100: As in *Gage's Introduction to Physical Science.*

12. PRACTICAL MATHEMATICS—100: As in *Eaton.*

13. ALGEBRA AND ARITHMETIC—100: As in *Todhunter's Algebra and Hamblin Smith's Arithmetic.*

14. GEOMETRY—100: Euclid I to IV with exercises; definitions and algebraic demonstrations of Euclid V; and Euclid VI (text).

NOTE.—Latin, Greek, French and German optional; all others imperative. The minimum aggregate for a pass, 400, with no subject below 25. The examination on this syllabus may also be known as the Junior Leaving Examination of the High School.

GRADE XII OR A.

The examination on this syllabus may be known as the Senior Leaving Examination of the High School. This portion of the course of study may be profitably undertaken in the lines best adapted to the staff of instructors or the demands of students in the larger Higher Schools or County Academies. There is in this grade a bifurcation of the course into a classical side and a scientific side, with minor options leading to the certificates of "A" (classical) and "A" (scientific) respectively.

(A.) IMPERATIVE FOR BOTH SIDES.

1. ENGLISH LANGUAGE—100: As in *Lounsbury's English Language*, with prescribed authors. (1893, Scott's *Ivanhoe.*)

2. ENGLISH LITERATURE—100: *Stopford Brooke's Primer*, with prescribed authors. (1893, Tennyson's *Princess*)

3. BRITISH HISTORY—100: As in *Green's Short History of the English People*, with the Canadian Constitution.

4. PSYCHOLOGY—100: As in James' Text Book of Psychology (MacMillan & Co., London), or Maher's (Stoneyhurst Series.)

5. SANITARY SCIENCE—100: As in the Ontario Manual of Hygiene.

(B.) IMPERATIVE FOR CLASSICAL SIDE, (Subjects for 1893.)

1. LATIN GRAMMAR AND COMPOSITION—100: Grammar as in *Allen and Greenough*, and Composition as in *Bradley's Arnold* or equivalents.

2. CÆSAR—100: *De Bell Gal.*, Books V and VI.

3. CICERO AND TACITUS—100 : (a) Cicero.—*Pro Lege Manilia*.
(b) Tacitus—*Historia*, Book I to end of Chapter 45.
4. VIRGIL—100 : *Aeneid*, Book III.
5. HORACE—100 : *Odes*, Book IV.
6. ROMAN HIST. AND GEOG.—100 : As in *Liddell's*.
7. GREEK GRAMMAR AND COMPOSITION—100 : Grammar as in *Goodwin*, and Composition as in *Fletcher & Nicholson*, or equivalents.
8. XENOPHON—100 : *Anabasis*, Books II and III.
9. DEMOSTHENES—100 : *De Corona*, to end of 220th paragraph.
10. EURIPIDES—100 : *Alcestis*.
11. GRECIAN HIST. AND GEOG.—100 : As in *Smith's*.

(C.) IMPERATIVE FOR SCIENTIFIC SIDE.

1. PHYSICS—100 : As in Wormell's *Natural Philosophy*.
2. CHEMISTRY—100 : As in Wilson's *Inorganic Chemistry*.
3. BOTANY—100 : As in *The Essentials of Botany* by Bessey (Henry Holt & Co., New York), with a practical knowledge of representative species of Nova Scotian flora.
4. ZOOLOGY—100 : As in *Dawson's Hand-Book*, with dissection of Nova Scotian species, as in *Colton's Practical Zoology*.
5. GEOLOGY—100 : As in Sir William Dawson's *Hand-Book of Canadian Geology* (excepting the details relating to other Provinces from page 167 to 235.)
6. ASTRONOMY—100 : As in *Young's Elements of Astronomy*.
7. NAVIGATION—100 : As in *Norie's Epitome*.
8. TRIGONOMETRY—100 : *Lock's Elementary Trigonometry*.
9. ALGEBRA—100 : As in Hall & Knight's *Higher Algebra* (MacMillan & Co., London), to end of Chap. XXVI, or any equivalent.
10. GEOMETRY—100 : Including *Euclid VI, XI and XII*, as in *Humblin Smith* with exercises.

(D.) OPTIONAL FOR BOTH SIDES.

1. FRENCH GRAMMAR AND COMPOSITION—100.
2. FRENCH AUTHORS—100 : (1893, Voltaire, *Charles XII*, Books I, II and III, and Racine's *Athalie*.)

3. GERMAN GRAMMAR AND COMPOSITION—100.

4. GERMAN AUTHORS—100: (1893, Hauff's *Das Kalte Herz*, Heath & Co., Boston.)

To pass Grade A (scientific) a minimum aggregate of 1000 must be made on twenty papers, including all in groups (A) and (C) and any other *five* papers.

To pass Grade A (classical) a minimum aggregate of 1000 must be made on twenty papers, including all in groups (A) and (B) and any other *four* papers.

The old Grade A may be quoted as Grade A (classical.)

Those who obtain an A (scientific) or A (classical) certificate will be allowed to pass an examination on all other papers of the full syllabus than those taken previously by them, and if successful will be granted the diploma "A (classical and scientific)." For the same diploma, former Grade A teachers must also take "Psychology" and "Sanitary Science;" but their Grade A "Physics" or "Chemistry" or "Geometry" or "French" shall for this purpose be deemed the equivalents, respectively, of the papers (C) 1 or 2 or 10, or (D) 1.

Candidates for this grade of certificate who make the minimum passing aggregate but fail to pass on account of deficiency in one or more subjects, will be allowed a supplementary examination at a future terminal examination on all the subjects on which they made less than 50 per cent; and if 50 per cent. of the maximum is made on each of such subjects the candidates shall be awarded an "A" certificate.

[Changes in Authors, etc., from year to year, announced in the JOURNAL OF EDUCATION, published semi-annually.]

COMMON SCHOOL LEAVING, OR COUNTY ACADEMY ENTRANCE
EXAMINATION.

At the end of each school year, during the first week in July, a public written examination lasting two days, is held at each county academy (which is the high school in each county receiving a special Provincial grant of money for the free education of all in the county who are qualified to enter). The examination questions are sent out from the Education Department, and cover specially the work of the highest grade of the common schools. The examinations are held simultaneously in each county throughout the Province under strict and uniform conditions. The candidates' papers are examined by the principal of each academy and his staff, according to a prescribed plan. The successful candidates are entitled to Provincial certificates signed by the principals of the academies, which certificates will admit them without the payment of any fee into their respective county academies.

PROVINCIAL HIGH SCHOOL EXAMINATIONS.

During the same week all students of high school grade, whether studying in the academies or other high schools, are allowed to present themselves without fee for examination at one of the thirty Provincial stations, on any one of the four high school grades. The examination papers are sent out from the Education Department, and the candidates' papers are examined by one and the same Board of Examiners.

Provincial certificates of the *first, second, third and last* year of the high school, known also as Grades D, C, B, and A, respectively, are awarded on the report of the examiners. These certificates indicate definite grades of scholarship and are accepted as such for the non-professional qualifications of the various classes of teachers, for matriculation into the universities and technical colleges. The high school system is virtually a Provincial university of high school grade, and every academy and high school an affiliated college, the diplomas being granted on the report of the Provincial Board of Examiners. All teachers for the public schools must obtain a high school certificate of one of these grades before applying for a license to teach.

TEACHERS.

There are four classes of teachers whose qualifications are the high school certificates of Grade A, B, C and D respectively, with the corresponding Normal School training.

1. *Class A*, (which may be either "A, Classical" or "A, Scientific," according to the high school certificate). Teachers of this class contribute to the qualifications of county academies for obtaining the Provincial or academic grants when employed in them. When employed in other high school, they are entitled to a Provincial grant approximating \$220, \$180 or \$120 per annum, in addition to salary from their school trustees according to the class of school.

2. *Class B*, whose Provincial grant as above approximates \$120 per annum.

3. *Class C*, whose Provincial Grant approximates \$90, and

4. *Class D*, whose Provincial grant approximates \$60 per annum.

Teachers who have not the prescribed Normal School classification, but who have passed the Provincial examinations on School Law and Management, Teaching, Hygiene and Temperance, can obtain a class of license one grade lower than the corresponding Normal School classification would give. This examination is called the "Minimum Professional Qualification Examination," and with a grade D, will qualify only for a class D, (Provisional), good for one year. Teachers are also subject to strict conditions of character and age.

PROVINCIAL GRANTS TO TEACHERS.

These grants were originally fixed at the figures given above, until their total rose gradually to \$167,500 annually. Then by Act of Legislature this sum was fixed as an annual total, and the grants to the various classes of teachers were directed to be paid out of it in the same *ratio* as before. The advance in the number and rank of teachers tends, therefore, to a reduction of the original amount to each class.

COUNTY ACADEMY GRANTS.

Classified by the amounts of the annual grants from the Provincial Treasury, there are four grades of county academies.

\$500. *One* "Class A" teacher, a minimum average of *fifteen* regularly qualified high school pupils, with appropriate buildings, apparatus and salary.

\$1000. *Two* Class A teachers, a minimum average of *forty*, and the other requirements in the same proportion as above.

\$1500. *Three* Class A teachers, and a minimum average of *eighty*, &c.

\$1720. *Four* or more Class A teachers, and a minimum average of *one hundred and twenty*, &c.

THE SCHOOL SECTION

is the smallest territorial division of the Province, averaging about four miles in diameter, with the school house near the centre. There are 1905 at present. Their boundaries are determined by the Board of School Commissioners, the formation of new sections requiring the ratification of the Council of Public Instruction.

THE BOARD OF SCHOOL COMMISSIONERS

is appointed by the Provincial Government, to adjudicate on matters specially connected with school sections, over a district on an average perhaps equal to half a county.

THE BOARD OF THREE TRUSTEES

is the executive body of the school section. Each year one of the trustees retires at the annual meeting of the ratepayers of the section and a new trustee is elected. The Board of Trustees, through its Secretary, collects and disburses the money voted at the annual meeting to be assessed on the section, engages the teacher, takes charge of the school property, etc. In towns which are incorporated, a committee of three from the Town Council, with three commissioners appointed by the Provincial Government, have the power of this Board. In the city of Halifax, twice as many, respectively.

THE ANNUAL MEETING

of the school section is held on the last Monday of June. It is then the Board of Trustees reports its transactions for the year to the ratepayers, and brings down an estimate of the amount of money required to be raised by assessment for the ensuing year. It is then the new trustee is elected, and the money to be assessed on the section is voted.

THE SCHOOL FUNDS

are not dependent on the sectional assessment alone. In the county assessment, an amount equal to thirty cents per head of the population is levied to form a fund called the county school fund. At the end of the year, when the section returns are approved, on the order of the Superintendent, twenty-five dollars are paid out of this fund to the Board of Trustees of each section for each teacher engaged, and the balance of the fund is divided between the sections in proportion to the total days' attendance made in each school. The trustees, then, obtain money from the sectional assessment and the county fund. The teacher in addition to the salary paid from the funds of the trustees receives a grant, already referred to, from the Provincial Treasury in proportion to the class of license held. Assessment last year on sections for support of schools, over \$313,000; for building and repairs, about \$97,000. Total assessment on sections, \$410,000. Received from county fund, over \$120,000. Total raised by assessment, over \$530,000. Government expenditure, over \$216,000. Total annual expenditure, over \$746,000.

THE SCHOOL YEAR

begins on the 1st of August, and consists of a maximum of forty-four teaching weeks, commencing towards the end of August, six weeks after the closing of the schools at the end of the first week in July previous. There are two weeks of vacation at Christmas, and certain other days throughout the year are holidays.

THE ATTENDANCE

at school is stimulated by the provision making the major portion of the county fund payable in proportion to the attendance. There is also a local option law, by which a school section at its annual meeting may make attendance compulsory within certain limits. The City of Halifax, which has several minor modifications of the general law, has a specially elaborate and effective law for securing at least a common school education for every child within its jurisdiction.

THE INSPECTION

of the schools is performed by a staff of ten inspectors, most of whom include two counties within their inspectorates, approximating two hundred schools and teachers each. They inspect the schools, direct teachers and trustees when necessary, and send monthly reports, &c., to the Superintendent of Education. They receive and tabulate teachers' returns for the Education Office, and pay the Provincial

grants within their districts according to pay lists transmitted to them. They are also *ex officio* secretaries of the Boards of Commissioners within their districts.

THE COUNCIL OF PUBLIC INSTRUCTION

is the head of the Educational System, and consists of the Executive of the Provincial Government with the Superintendent of Education (appointed by the Governor-in-Council,) as Secretary. The Council has very extensive powers, and its regulations, although under the statutes, are equally as voluminous and important.

It has power to regulate the Normal School, inspection, classification and licensing of teachers, meetings of commissioners, time of teaching, books and apparatus, registers, county academies, Provincial examinations of high schools, to determine cases of appeal, etc.

THE SUPERINTENDENT OF EDUCATION

in addition to the executive duties implied in the secretaryship of the Council of Public Instruction, has general supervision and direction of the inspectors, the Normal School, county academies, and of public education in general.

SPECIAL INSTITUTIONS

(Forming part of the Public Free School System.)

THE PROVINCIAL NORMAL SCHOOL at Truro, for the purpose of training teachers for the public schools. No tuition fees. Instruction brought to the door of every candidate teacher by the regulation ordering the payment of travelling expenses to and from the Institution. Staff of six regular instructors, with model school of two departments and a kindergarten with their respective teachers.

THE PROVINCIAL SCHOOL OF AGRICULTURE at Truro, with model farm, partly affiliated to Normal School for special subjects. Teachers with "agricultural" diplomas receive a special Provincial grant.

THE INSTITUTION FOR THE DEAF AND DUMB at Halifax, where extensive provision is made for the free education of the Deaf and Dumb.

THE SCHOOL FOR THE BLIND at Halifax where the fullest provision is made for the free education of the Blind.

MINING SCHOOLS at the principal coal mining centres, for the preparation of overmen, &c., for the mines.

GOVERNMENT NIGHT SCHOOLS, for the benefit of those at industrial centres needing elementary education who cannot avail themselves of the free day schools.

SPECIAL INSTITUTIONS

(Aided by Provincial Grants of Money to some extent.)

THE VICTORIA SCHOOL OF ART AND DESIGN, at Halifax.

THE HALIFAX MEDICAL COLLEGE, at Halifax.

THE SUMMER SCHOOL OF SCIENCE for the Atlantic Provinces of Canada. A peripatetic institution, designed and utilized for advancing the scientific and literary culture of teachers during the holiday season.

 UNIVERSITIES AND DEGREE-CONFERRING COLLEGES

(Not receiving any public Provincial funds.)

The University of Dalhousie College at Halifax.

The University of Kings' College at Windsor.

The University of Acadia College at Wolfville.

St. Francis Xavier College at Antigonish.

The Presbyterian College at Pine Hill, Halifax.

St. Anne's College at Church Point, Digby.

In addition to these there are several ladies' colleges, convents, seminaries, and commercial colleges, &c., which are independent of Government grants and control. These, are doing valuable educational work; and are not only useful in supplying a demand, but in sometimes throwing light on problems in our public free school system.

A. H. MACKAY,

Superintendent of Education.

